

English 9				Unit 1		
<b>Identity and the Search for Self:</b> In this unit, students will focus on the concept of identity, both their own and the exploration of the ways in which authors develop characters' identities. Students will read short stories, novels, poems, and informational texts defining a sense of self. Essential Questions: How do we define Identities? What shapes how we view ourselves? What shapes how others view us? In what ways does society influence our identities? What literary devices do authors use to convey the complexity of the individual?						
Standards	Student Friendly Objectives	Assessment/Evidence of Proficiency	Instructional Learning Plan			
			Instructional Strategies	Materials/Resources	Essential Vocabulary	Informational Skills Integration
RL 3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	RL 3 Analyze how and why characters develop and interact over the course of a text	Chart of character development using direct and indirect characterization	Lecture about the definition of character and characterization – both direct and indirect  Whole group discussion about the development of a particular character from a specific work of literature  Collaborative Group Work	Large Chart Paper Markers Texts: • Wendy Kaufman, "Helen on Eighty-Sixth Street" • Walter Dean Myers <i>Monster</i>	• Character, • Characterization • Direct/ Indirect Characterization	
RL 6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	RL 6 Analyze a particular point of view or cultural experience reflected in a work of literature.	Create a website (or a section of a website/wiki) reporting on cultural experiences derived from evidence in text  Create a two to four minute video reflecting cultural experience in the work of literature	Lecture – directions on how to use needed technology	Weebly, Wikispaces, Edublogs Texts: • Jamaica Kincaid "Girl" • Pat Mora "Extranjera Legal / Legal Alien" • Jay-Z and Alicia Keys "Empire State of Mind" (Radio Edit)	• Culture • Cultural Bias • Context	HS.TT.1.2 Use appropriate technology tools and other resources to organize information (e.g. online note-taking tools, collaborative wikis).
RI 1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RL 1, RI 1, W9 Use evidence, such as examples from the text, to support stated ideas, analysis, reflection, and research.	Write a journal or blog entry reflecting on a character from a piece of literature	Independent Student Work	Edublogs.org Paper/Pencil Texts: • James Thurber, "The Secret Life of Walter Mitty."	• Flat and Round Characters • Dynamic and Static Characters	
W3 Write narratives to develop real or imagined experiences or events using effective technique,	W3 Write narratives to develop real or imagined experiences using effective	Write an autobiographical sketch.		Pencil/Paper Word Processor Poetry Template • George Ella Lyons	• Biography • Autobiography	

well-chosen details, and well-structured event sequences.	techniques, well-chosen details and well-structured event sequence.	Write an autobiographical poem using the same format as George Ella Lyons		"Where I'm From"		
W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	RL 1, RI 1, W9 Use evidence, such as examples from the text, to support stated ideas, analysis, reflection, and research.	Create a soundtrack for a character's development	Collaborative group work on character soundtrack based on literary evidence	Blank CDs MP3 Players/ iTunes	• Character Development	
SL 5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	SL 5 Make strategic use of digital media in presentations to enhance understanding and to add interest.	Enhance autobiography (see W3) using digital media – like videos, slideshows, audio – publish for an audience	Independent Student Work	Texts: <ul style="list-style-type: none"> <li>• Maya Angelou "When I Lay My Burden Down" from I Know Why the Caged Bird Sings.</li> <li>• Abraham Lincoln "Not Much of Me" and "With a Task Before Me"</li> <li>• E.E. Cummings, "[anyone lived in a pretty how town]"</li> </ul>	<ul style="list-style-type: none"> <li>• Memoir</li> <li>• Creative Nonfiction</li> </ul>	HS.TT.1.3 Use appropriate technology tools and other resources to design products to share information with others (e.g. multimedia presentations, Web 2.0 tools, graphics, podcasts, and audio files).
L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use commas, parentheses, and dashes to set off nonrestrictive/parenthetical elements.* b. Spell correctly.	L2 Use standard English capitalization, punctuation, and spelling when writing.  Use commas, parentheses, and dashes to set of extra information.  Spell correctly	Students will edit journal/blog entries for punctuation and spelling errors.	Pair and exchange	Edublogs.org Paper/Pencil	<ul style="list-style-type: none"> <li>• Punctuation</li> <li>• Colons, Semicolons, Commas, Parentheses, Dashes</li> </ul>	